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ABSTRACT

Between September 1, 1984, and August 31, 1985, a study examined the barriers to enrollment in and completion of postsecondary-level nontraditional vocational education programs in Florida. Data were collected from students and faculty members at 36 of Florida's 59 area vocational-technical centers and community colleges as well as from on-site visits to institutions in Florida's five educational regions. Students indicated that recruitment strategies designed to appeal to their personal interests were more effective than recruitment strategies attempted through institutional measures (outreach recruitment, advertisements, media approaches). Students cited interest in their program and enjoyment of what they were doing as the two biggest reasons for completing programs, whereas faculty considered instructional-based support the primary factor responsible for retaining students in nontraditional programs. Situational barriers were more of a problem than were attitudinal and institutional barriers. These results suggest that faculty members should (1) become involved with institutional recruitment teams, (2) develop and implement individual recruitment strategies, (3) present a meaningful and accurate picture of their institution and concentrate on factors that are within the institution's control, and (4) encourage potential employers to hire nontraditional students at adequate salaries and with adequate opportunities for job advancement. (Appendixes to this report include samples of the correspondence, permission forms, guide sheets, and instruments used in the study.) (MN)

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Final Report

Project No. 371-1525-5-2C21
From September 1, 1984 - August 31, 1985

IDENTIFICATION AND ASSESSMENT OF FACTORS THAT
HINDER, PREVENT, OR DISCOURAGE INDIVIDUALS
FROM ENROLLING IN OR COMPLETING NON TRADITIONAL
PROGRAMS IN POSTSECONDARY INSTITUTIONS IN FLORIDA

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All projects such as this one require cooperative work by skilled and dedicated staff members, as well as participation of educational institutions. All the participants' efforts made the project possible and are indeed praiseworthy!

Dolores M. Robinson
Project Director

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Chapter 1

Introduction

Attempts to define nontraditional have invariably led to less than unanimous agreement. In vocational education, nontraditional means enrollment of persons in programs which are normally considered nontraditional because of gender or disadvantageousness. It is a definition reminding us that vocational education training programs should be concerned with the inclusion of as many people who can benefit from more learning. In the final report of "Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida," Thomas (1983) provides an operational definition of nontraditional in stating that "traditionally female- or male-oriented programs which contain an enrollment of 20 percent or more of the opposite sex should be designated as nontraditional programs" (p. 19).

For many years most employment was simply unavailable to women. Those women who did work were limited to a small number of occupations which were concentrated in lower-paying clerical and service jobs with limited advancement opportunities. The idea, however, that life was never intended to be segmented where learning is concerned was in the consciousness of Plato centuries ago as expressed by Shuchat, Guinier, and Douglas (1981):

Nothing can be more absurd than the practice which prevails in our country of men and women not following the same pursuits with all their strength and with one mind, for thus the state, instead of being whole, is reduced to a half (p. iii).

However, until quite recently, there was not a rapid decrease in sex segregation in the institutional structure of the educational or occupational system.

Despite the new social and economic conditions that are forcing more women into the labor force, they are still being trained in a narrow range of careers. A Vocational Education Data System report noted that 17.8 million persons are being trained in public vocational programs. Of that number, programs in business and office education account for most of the more than 50 percent of vocational education female enrollment (Weisburg, 1983).

Although changes have gradually been implemented, sex discrimination was not against the law until Title VII of the 1964 Civil Rights Law. Even then, this law did not apply

to public employment or to professional employees until it was amended in 1972. The Vocational Education Act of 1963 provided for some changes in vocational education. Vocational education shifted from meeting the needs of the employer to meeting the needs of individuals and thus increased the implications for vocational education's role in retaining students.

These legislative mandates made minimal progress in overcoming barriers encountered by those persons seeking to escape occupational segregation. But, it was not until the Education Amendments of 1976 that sex discrimination and stereotyping were prohibited in vocational education.

Statement of the Problem

The preparation for employment which the vocational education system is providing often excludes or limits persons that can and should benefit from such training. One of the factors affecting nontraditional enrollment in Florida's vocational education programs is that certain occupations traditionally have been perceived as being "feminine" and others "masculine." Many persons still choose to enroll in programs traditionally associated with gender. This is true despite an analysis of the State labor market demand data, which reveal a rapid increase in employment opportunities in many of the high-paying, nontraditional occupations.

Philip Wyle (1951) suggested that men must learn to do "women's" work and women must learn to do "men's" work. Perpetuating the "feminine-masculine" image in vocational education continues to ignore this suggestion. A problem that is closely linked to enrollment in nontraditional programs at the postsecondary level is the barriers to the completion of these programs. These barriers were identified by Cross (1981) in three distinct categories: situational barriers, dispositional barriers, and insitutional barriers.

Situational barriers are those factors arising from one's situation in life at a given time. This might indicate economic problems, lack of child care assistance, or lack of time as a result of priority of responsibilities.

Dispositional barriers are negative attitudes related to the individual's self-concept. Such perceptions often deter or discourage one from trying. Finally, institutional barriers consist of practices or procedures that can further discourage or deter a person from pursuing aspirations or interests. Such factors may include inconvenient scheduling of classes, admission exams, or exhorbitant fees.

Research has shown that many students do not complete their programs once they enroll. Therefore, they become program

leavers before gaining the opportunity to expand their career and employment options. With this background as a focal point, the overall goal of this project was to assist in improving the recruitment and retention rates of nontraditional students enrolled in postsecondary institutions in the state of Florida.

Purpose of the Study

More specifically, the central purpose of this study was to identify factors that prevent, hinder, or discourage individuals from enrolling in or completing nontraditional vocational programs in Florida's public postsecondary institutions.

To achieve this purpose, the following specific objectives were developed as guidelines:

- (1) To identify strategies which can assist with the recruitment of students into nontraditional postsecondary vocational programs.
- (2) To identify strategies which can assist with the retention of students who are currently enrolled in nontraditional programs at the postsecondary level.
- (3) To identify situational barriers which prevent enrollment in and completion of nontraditional postsecondary vocational programs.
- (4) To identify dispositional barriers which prevent enrollment in and completion of nontraditional postsecondary vocational programs.
- (5) To identify institutional barriers which prevent enrollment in and completion of nontraditional postsecondary vocational programs.

Significance of the Study

As noted earlier by Plato, there are dire social and economic consequences as a result of occupational segregation. Evidence that such segregation--the tendency of many occupations to be almost exclusively male while others are almost exclusively female--still exists and are confirmed in recent reports. The 1975 Congressional hearings presented evidence to support the theory that vocational education programs have contributed to sex segregation in the work force. The Report also suggested that the 1975 female enrollment in technical, trade and industrial areas increased only one percent over the 1972 enrollment. Thomas (1983) noted that "despite the changes which have occurred in recent years, systematic attempts to

retain and place nontraditional students in the occupations of their choice are still isolated and incomplete" (p. 2).

But in both traditional and nontraditional programs, employers are looking for employees with strong general skills, not just job-specific skills. Even so, such job-specific skills, when taught in the classroom, are best taught in postsecondary programs or in separate vocational schools (Weisburg, 1983). Woods and Haney (1981) advise that the number of years of schooling is the major variable influencing gainful employment. They conclude in their study that for postsecondary vocational graduates, there are definite benefits in terms of gainful employment. New social, educational, and economic conditions have caused recent interest to be focused on the expansion of vocational-technical training programs at the postsecondary level.

Because of the role assigned to the postsecondary schools, it is important that teachers at this level be able to determine the barriers which discourage the learner's enrollment in and completion of nontraditional postsecondary vocational training programs as well as identify strategies to eliminate these barriers.

Chapter 2

Literature Review

Introduction

This section is designed to give a review of literature relating to barriers that hinder, prevent, or discourage individuals from enrolling in or completing nontraditional vocational programs at the postsecondary level. To accomplish this purpose, the literature is divided into four sections: a review of equity legislation, barriers to participation in vocational education, vocational education attrition, and strategies for increasing retention.

Equity Legislation

The Vocational Education Act of 1963 and subsequent Amendments in 1968 were the forerunners of equity in vocational education training programs. Wheeler (1981) reported:

The 1963 and 1968 legislative provisions called attention to students with special needs and directed that 15 percent of all federal vocational money disbursed to the states be spent on them. The 1968 Amendment also provided for the use of federal funds for guidance and counseling, evaluation, and instructional materials development. Experimental and demonstration projects were encouraged, particularly as they proposed solutions for the problems of special populations such as the disadvantaged and handicapped (p. 25).

The Civil Rights Act of 1964 was amended by Title VII of the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, creed, religion, national origin or sex. All institutions or agencies with 15 or more employees including state and local governments and labor organizations are covered under the Act. Title VII prohibits discrimination in most terms and conditions of employment.

Title IX of the Education Amendments of 1972, originally an amendment to the Civil Rights Act of 1964, which did not identify sex as a category of discrimination, prohibits discrimination on the basis of sex in education. Title II of the Education Amendments of 1976 went one step further in that it required the development of programs to overcome sex discrimination, sex bias, and sex stereotyping in vocational education programs. Further, each state is required by Title II to set

forth policies and procedures that will assure equal access to vocational education programs by both women and men, including incentives to encourage the enrollment of both men and women in nontraditional programs of study.

Evidence shows that some states have begun to pass legislation which concentrate on techniques for retaining students in schools and counseling those who are leaving school. The Florida Dropout Prevention Target Program was enacted by the Legislature of the State of Florida in 1984. This program provides for development of pilot programs to reduce the number of high school dropouts and to recruit actual dropouts back into appropriate educational programs.

Barriers to Participation in Vocational Education

Cross (1977) identified barriers that deter adults from participating in learning activities under three headings: (1) situational, (2) dispositional, and (3) institutional. Situational barriers affect large numbers of potential learners in the 25- to 45-year-old age group. Barriers in this category include lack of transportation and lack of child care. Dispositional barriers include such things as lack of interest in learning or dislike for studying. For example, some students at the postsecondary level are not interested in education because of their lack of confidence in their ability to succeed. Institutional barriers are those that discourage working persons from participating in educational activities because of inconvenient schedules or location. Lack of information about program offerings is also included in this category.

Simcoe (1979) conducted a study to identify barriers that prevented disadvantaged youth from equal access to and successful completion of vocational programs. Findings from this study indicated that nonenrollment in and completion of vocational programs is a function of educational disadvantageousness rather than sex, race, or age.

A survey of postsecondary instructors, counselors, and students was conducted by Lieblong and McLendon (1978) to determine educational and personal barriers that contribute to high vocational-technical school dropout rates. The study concluded that students who lacked success in occupational programs had poor educational backgrounds and had difficulty with the following: reading skills, concentration, understanding verbal instructions, memory, study skills, giving attention to small detail, coordination, presentation of neat work, and allocation of sufficient study time. A second category of problems cited dealt with environmental factors: Students were bothered by loud noises and couldn't tolerate closed space. And a third category was personal matters: Students did not receive the necessary praise and support from family or school staff.

High attrition rates are not usually caused by institutional barriers, concluded the respondents in a study conducted in Orange County Florida (Florida Department of Education, 1981). Although 13 percent of the respondents suggested that poor retention rates are usually beyond the control of the institution, they believed that the institution should do more in making students aware of the services that are offered.

Vocational Education and Student Attrition

What can be done to decrease the dropout rate of students in vocational programs? This question has been of recurring interest to many educators; however, few definitive responses have yet surfaced. Falkenstine (1965) reported that because of the seriousness of the dropout problem, resolutions must be developed at the local level with the cooperation of community agencies and the assistance of state and federal sources.

A recent study by Profiles Development Associates (1982) attempted to respond to this question by assessing the reasons students leave vocational programs. It concluded that the following factors affect attrition: (a) schools being located in catchment areas with a high concentration of socio-economically deprived individuals, (b) lack of administrative guidance prior to enrollment in vocational programs, and (c) withdrawals because of unsatisfactory performance, personal problems, and reasons unknown. Scoggins (1971) in a similar study reported findings for dropping out as (a) student's dislike for school experiences, (b) student perceptions that schools were not meeting their needs, (c) poor economic situations at home, and (d) personal problems. Finley, Norris, and Wheeler (1980) also identified variables leading to student attrition and reported the reasons as

- (1) School/program attendance policy
- (2) Felt discouraged because of bad grades
- (3) Family problems
- (4) Personal problems
- (5) Could not get the courses they wanted

A 1984 Florida study, sponsored by the Speaker of the Florida House of Representatives, indicated these characteristics of potential dropouts: (a) earning poor grades, (b) repeating a year of school in grades 7-12, (c) having a brother or sister who dropped out, and (d) feeling teachers were not inclined to give them help they needed. In a different study, Speer (1964) assessed attitudinal differences relative to students' leaving programs. His results indicated that attitudinal factors contribute to students' dropping out.

Strategies for Increasing Retention

What is the most appropriate method for retaining students in vocational programs? Although methods of student retention have continued to plague educators of general curriculum programs, the concern of retention with students in vocational education suggest even more uncertainties. Almen (1981) hypothesized dropout-prone students can be better retained by programs which emphasize a pre-vocational interest and career exploration. His utilization of this concept in a Work Opportunity Center proved successful for dropout-prone high school students. Simcoe (1979) suggests that attrition could be alleviated by dismissing such barriers to enrollment as over-subscription, that is, institutions not being able to accept all applicants because of program limits or lack of space.

Conclusions based on study results from Profiles Development Associates (1982) reported strategies for retention include (a) relating audiences to vocational programs, (b) placing more emphasis on career education and vocational planning early in the school experience, (c) providing vocational guidance for students applying to vocational programs, and (d) providing better course scheduling. Almen (1981) emphasized improvement of student and teacher relationships inclusive of career development activities and a nonschool setting which initiates a climate of acceptance. In addition, Feldman (1970) reported that students with poor academic credentials needed more personalized attention, consisting of counseling for academic problems and concerns, vocational goals and objectives, and alternative educational/vocational pursuits.

Chapter 3

Methodology

To achieve the purpose of this study, identifying factors that discourage students from enrollment in and completion of nontraditional vocational training programs at the postsecondary level, these procedures were used.

Population and Sample

The population of this study consisted of students enrolled in vocational education programs identified as "nontraditional" at community colleges and area vocational-technical centers throughout Florida. "Nontraditional," for the purpose of this study, was defined as any male- or female-dominated vocational program with a 20 percent or greater enrollment of the opposite sex. The choice of 20 percent is based on the sampling plan of a previous study that involved nontraditional groups (Thomas, 1983).

The 20 percent criterion was used as the basis for selecting the student sample from 1983-84 postsecondary enrollment data provided by the Bureau of Vocational Planning and Budgeting.

In addition to the student sample, faculty members of postsecondary nontraditional programs throughout Florida (i.e., those programs with students meeting the 20 percent criterion) were asked to participate. The names of faculty along with their institutional addresses were provided by the Florida Educational Information Services (FEIS).

Program and School Selection

The first phase of the study involved determining which programs and schools should be included in the study. The 1984-85 Course Code Directory from Management Information Services was used to identify programs. The vocational programs in Florida were identified and subsequently listed according to the areas of agribusiness, business education, marketing and distributive education, health occupations, home economics, industrial education, and public service. Next, numbers were assigned to each program for the purpose of random selection. Sixty-seven courses/programs (or approximately 50%) were randomly selected, using the table of random numbers (Tuckman, 1978). These courses/programs

were then checked for enrollment by gender to determine which ones qualified as nontraditional, according to the operational definition of the study. The courses/programs that met the enrollment criterion were invited to participate in the study (See Appendix A).

The selection of institutions was made with the assistance of The Florida Education Directory for 1984-85. All area vocational-technical centers and community colleges listed in the Directory (N=59) were contacted and asked to participate in the study. Of those contacted, 36 institutions (15 area vocational-technical centers and 21 community colleges) agreed to participate by having their faculty members and students complete a survey instrument. From the list of 36 institutions, seven community colleges and nine area vocational-technical centers were chosen for on-site visits. Only schools with a minimum of five nontraditional programs were selected. Faculty instruments were mailed to all full-time instructors of nontraditional programs. After two weeks, a second instrument and a request to participate in the study were sent to those who had not responded (See Appendix A).

On-Site Visits

On-site visits were made to institutions in the five educational regions identified in The Florida Education Directory for 1984-85. The purpose of the visits was for the staff to administer questionnaires to those students in nontraditional vocational programs, as identified by 1983-84 enrollment data. On-site visits also allowed the staff to administer follow-up surveys to faculty who did not return the original survey instruments mailed to them earlier.

Prior to the visit to each institution, the administrative office was contacted to arrange a day and time and confirm the faculty's willingness to participate. Appointments were then scheduled with individual faculty members for the project staff to administer the student questionnaire.

In each of the five regions (except for Region II), at least one community college and one area vocational-technical center were surveyed. In Region II none of the vocational-technical centers met the minimum criterion of five nontraditional programs.

Instrumentation

Two survey instruments were developed for this study--one for students and one for faculty (See Appendix D). Both instruments were designed to address barriers that affect students' enrollment in and completion of nontraditional programs.

The faculty questionnaire consisted of "yes/no" responses with a degree of measure for each "yes" response. The measures were very often, sometimes, and very little. Faculty members were also asked to respond to three multiple choice responses. The student questionnaire consisted of multiple choice responses and allowed them to select as many responses as were appropriate. A guide sheet was prepared for giving instructions on how to complete the student instrument (See Appendix C).

Development of Questions. The development of questions began with the review of the related literature and questionnaires regarding nontraditional and disadvantaged students. The questions addressed factors of retention and recruitment of nontraditional students, as well as situational, institutional, and dispositional barriers to their enrollment in and completion of nontraditional vocational education programs.

Validity. The validity of both instruments was determined by a peer review and an expert review. The peer review process involved five doctoral candidates from various vocational fields reviewing the questionnaires for readability. These individuals also completed the survey to determine the clarity of the directions in relation to item response. Expert review involved two faculty members of nontraditional vocational programs at an area vocational-technical center. Instructors reviewed both survey instruments for content validity. These individuals also completed the faculty survey to determine clarity of directions.

Based on the suggestions from the reviewers, revisions were made, and a second draft was prepared. The revised instrument was then pilot tested with faculty and students in nontraditional programs at Lively Vocational-Technical Center and Tallahassee Community College. Results were reviewed and some comments of the participants were used in making final revisions of both survey instruments.

DATA ANALYSIS

TABLES I-V

Table I provides combined responses to items 1-29 for students in nontraditional programs at community colleges and area vocational-technical centers. In addition, responses were provided by each type of institution. Table II consists of responses of students in nontraditional programs at area vocational-technical centers; Table III consists of responses of students in nontraditional programs at community colleges; Table IV consists of responses of male students in nontraditional programs at both area vocational-technical centers and community colleges; and Table V consists of responses of female students in nontraditional programs at both area vocational-technical centers and community colleges.

Responses address factors that are thought to affect recruitment and retention and are presented by frequencies and percentages on a Likert scales for each survey item. The scale consists of the variables hardly ever=HE, less than half the time=LHT, about half the time=AHT, more than half the time=MHT, and almost always=AA. The factor "almost always" is the highest response a survey item could receive and "hardly ever" is the lowest.

Recruitment. The survey questions addressing recruitment are numbers 1, 2, 12, and 13. All of the responses to recruitment items received the favorable response of "almost always". However, question 12 received the highest rating of all, regarding "program skills and experiences being similar to those found in business and industry". Fifty-one percent (338) of the students indicated that the required program skills and experiences being similar to those found in industry was an attracting factor for their enrollment in nontraditional programs. Furthermore, to item 13, the respondents reported that the similarity of laboratory equipment and facilities in vocational programs to those in business and industry was an attracting factor for non-traditional recruitment. The response of "almost always" was reported by 50% (330).

Another factor which contributes to the recruitment of students in nontraditional programs is the use of literature which illustrates program enrollment is open to both males and females. Forty-three percent (283 students) responded favorably with "almost always" to the use of this method of recruitment. Other responses to recruitment items were less than 40% (See Table I).

Retention. Question items 3-11 and 14-29 were designed to provide information on the retention of students in nontraditional vocational programs. The strongest responses of 50%

or more was provided for questions 5, 9, 21, 22, 26, 27 and 29. The strongest response of 77% was provided for item 27. This high response of "almost always" indicated that male and female students in nontraditional programs were evaluated by the same standards. This also suggests that the equity in evaluation of students in nontraditional programs could lead to student retention.

High responses to other questions suggest that conventional retention approaches in nontraditional programs are preferable. This ranking is demonstrated by sixty-six percent of the students indicating that an instructor was "almost always" available for instructional assistance and by sixty-one percent indicating that retention is increased by counselor and other staff encouraging student completion of program.

The strategy of "course/program expectation being the same for male- and female-dominated programs" is addressed as a retention factor by questions 21 and 22. The combined institutional responses to this item were favorable with reports of 50% and 55%, indicating this factor was "almost always" used (See Table I). The parallel to this response suggests that male and female students in nontraditional programs have similar expectations about their programs and the fulfillment of their expectations contributes to their retention.

Additionally, the strategy of "being taught skills related to getting and keeping a job" was listed. Student responses of more than fifty percent (59%) indicated it was frequently used and was a potential strategy for student retention.

TABLE I
COMBINED RESPONSES OF COMMUNITY COLLEGE AND AVTCs:
FREQUENCY AND PERCENTAGES OF STUDENT RESPONSES
TO FACTORS REGARDING ENROLLMENT IN AND COMPLETION OF
NONTRADITIONAL PROGRAMS

Question	No Basis for Opinion		Hardly Ever		Less Than Half the Time		About Half the Time		More Than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do brochures, catalogs, and other handouts provide information to show that enrollment in your program or course is open to both males and females?	145	22	89	13	27	4	65	10	52	8	283	43
2. Were you invited to observe/tour vocational program before making a program selection?	142	21	228	34	30	5	30	5	26	4	208	31
3. Is special advisement provided to female students in male-dominated programs/courses?	341	51	163	25	26	4	45	7	26	4	59	9
4. Is special advisement provided to male students in female-dominated programs/courses?	353	53	150	23	30	5	36	5	23	4	70	11
5. Do counselors and other staff encourage you to complete your program/course?	36	5	58	9	33	5	56	8	72	11	407	61
6. Are you informed of the financial aid programs available to you?	57	9	152	23	62	9	77	12	45	7	267	40
7. Are you provided assistance in applying for and completing financial aid forms?	198	30	132	20	40	6	54	8	43	7	196	29
8. Is a <u>teacher aide</u> available for instructional assistance?	149	22	208	31	29	4	52	8	39	6	182	27
9. Is an <u>instructor</u> available for instructional assistance?	34	5	19	3	28	4	67	10	74	11	442	66
10. Is a <u>learning center or remedial program</u> available for class assistance?	167	25	73	11	22	3	48	7	57	9	292	44
11. Are the benefits of program or course completion discussed with you?	28	4	137	21	52	8	91	14	90	14	265	40
12. Are the skills and experiences required in your program or course similar to those found in business and industry?	64	10	45	7	21	3	72	11	121	18	338	51
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?	87	13	56	8	34	5	62	9	93	14	330	50
14. Is mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?	152	23	86	13	27	4	61	9	60	9	275	41
15. Is tutoring available in your program/course?	236	35	158	24	26	4	54	8	42	6	147	22
16. Are you encouraged to follow a grievance procedure to report unfair treatment of your program/course?	205	31	198	30	45	7	48	7	48	7	120	18
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?	149	22	87	13	23	4	46	7	49	7	310	47
18. Are you provided information on the current labor market needs?	65	10	154	23	63	10	117	18	66	10	201	30
19. Are you provided information on future labor market demands?	67	10	153	23	72	11	117	18	60	9	194	29

TABLE I continued

Question	No Basis for Opinion		Hardly Ever		Less Than Half the Time		About Half the Time		More Than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
20. Are efforts made by your program or institution to assist you with job placement?	116	17	80	12	34	5	83	13	69	10	282	42
21. Are program/course expectations the same for females as males in male-dominated programs?	157	24	18	3	20	3	46	7	51	8	368	55
22. Are program/course expectations the same for males as females in female-dominated programs?	197	30	19	3	18	3	40	6	55	8	333	50
23. Do program/course activities have physical demands which might prevent your continuation?	120	18	391	59	45	7	40	6	20	3	45	7
24. Do females in male-dominated classes require more assistance than males?	249	37	252	39	39	6	53	8	35	5	33	5
25. Do males in female-dominated classes require more assistance than females?	298	45	226	34	30	5	56	8	21	3	33	5
26. Are you taught skills related to getting and keeping a job?	30	5	77	12	36	5	62	9	64	10	392	59
27. Are both male and female students evaluated by the same standards?	50	8	20	3	8	1	28	4	43	7	513	77
28. Are you informed that vocational program completers may make higher salaries than non-completers?	74	11	122	18	28	4	66	10	47	7	321	48
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?	91	14	21	3	29	4	66	10	77	12	377	57

TABLE II
AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCIES AND PERCENTAGES OF STUDENT RESPONSES TO
FACTORS REGARDING ENROLLMENT IN AND COMPLETION
OF NONTRADITIONAL VOCATIONAL PROGRAMS

Question	No Basis for Opinion		Hardly Ever		Less Than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do brochures, catalogs, and other handouts provide information to show that enrollment in your program or course is open to both males and females?	68	21	42	13	18	6	31	9	21	6	146	44
2. Were you invited to observe/tour vocational program before making a program selection?	67	21	107	33	14	4	11	3	12	4	117	36
3. Is special advisement provided to female students in male-dominated programs/courses?	166	51	80	24	11	3	29	9	11	3	28	9
4. Is special advisement provided to male students in female-dominated programs/courses?	164	50	73	22	18	6	21	7	11	3	40	12
5. Do counselors and other staff encourage you to complete your program/course?	12	4	32	10	15	5	26	8	23	7	219	67
6. Are you informed of the financial aid programs available to you?	32	10	73	22	25	8	24	7	23	7	149	45
7. Are you provided assistance in applying for and completing financial aid forms?	95	29	65	20	14	4	17	5	14	4	123	37
8. Is a <u>teacher aide</u> available for instructional assistance?	67	20	109	33	15	5	16	5	18	6	98	30
9. Is an <u>instructor</u> available for instructional assistance?	14	4	11	3	14	4	24	7	30	9	235	71
10. Is a <u>learning center or remedial program</u> available for class assistance?	88	27	45	14	5	2	15	5	22	7	152	46
11. Are the benefits of program or course completion discussed with you?	16	5	57	17	28	9	36	11	38	12	152	46
12. Are the skills and experiences required in your program or course similar to those found in business and industry?	25	8	16	5	7	2	27	8	54	16	196	60
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?	35	11	27	8	15	5	30	9	43	13	177	54
14. Is mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?	73	22	38	12	13	4	28	9	28	9	146	44
15. Is tutoring available in your program/course?	127	39	89	27	10	3	16	5	9	3	77	23
16. Are you encouraged to follow a grievance procedure to report unfair treatment of your program/course?	99	30	97	30	19	6	20	6	21	6	73	22
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?	71	21	42	12.8	12	4	16	5	18	6	170	52
18. Are you provided information on the current labor market needs?	29	9	62	19	30	9	51	16	31	9	126	38
19. Are you provided information on future labor market demands?	31	9	60	18.2	31	9	54	16	28	9	123	37

TABLE II continued

Question	No Basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
20. Are efforts made by your program or institution to assist you with job placement?	36	11	18	6	10	3	40	12	29	9	194	59
21. Are program/course expectations the same for females as males in male-dominated programs?	79	24	9	3	10	3	17	5	26	9	183	57
22. Are program/course expectations the same for males as females in female-dominated programs?	85	26	6	2	13	4	19	6	28	9	175	53
23. Do program/course activities have physical demands which might prevent your continuation?	68	21	186	57	29	9	17	5	9	3	12	6
24. Do females in male-dominated classes require more assistance than males?	141	43	110	33	18	6	24	7	20	6	13	4
25. Do males in female-dominated classes require more assistance than females?	158	48	96	29	11	3	33	10	13	4	18	6
26. Are you taught skills related to getting and keeping a job?	15	5	21	6	15	5	24	7	24	7	227	69
27. Are both male and female students evaluated by the same standards?	25	8	5	2	3	1	11	3	20	6	261	79
28. Are you informed that vocational program completers may make higher salaries than non-completers?	36	11	54	16	12	4	34	10	17	5	171	52
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?	52	16	10	3	15	5	31	10	26	8	192	58

TABLE III
COMMUNITY COLLEGE: FREQUENCY AND PERCENTAGES OF STUDENT
RESPONSES TO FACTORS REGARDING ENROLLMENT IN AND
COMPLETION OF NONTRADITIONAL VOCATIONAL PROGRAMS

Question	No Basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost always	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do brochures, catalogs, and other handouts provide information to show that enrollment in your program or course is open to both males and females?	76	24	46	14	8	3	29	9	30	9	131	41
2. Were you invited to observe/tour vocational program before making a program selection?	71	22	116	36	15	5	19	6	13	4	27	27
3. Is special advisement provided to female students in male-dominated programs/courses?	174	54	81	25	13	4	13	4	12	4	27	3
4. Is special advisement provided to male students in female-dominated programs/courses?	186	58	73	23	11	3	13	4	10	3	28	9
5. Do counselors and other staff encourage you to complete your program/course?	23	7	25	8	16	5	28	9	48	15	180	56
6. Are you informed of the financial aid programs available to you?	24	8	78	24	36	11	50	16	21	7	111	35
7. Are you provided assistance in applying for and completing financial aid forms?	100	31	66	21	23	7	34	11	27	8	70	22
8. Is a <u>teacher aide</u> available for instructional assistance?	78	24	98	30	13	4	34	11	21	7	77	24
9. Is an <u>instructor</u> available for instructional assistance?	19	6	8	3	12	4	39	12	42	13	201	62
10. Is a <u>learning center or remedial program</u> available for class assistance?	77	24	26	8	13	4	32	10	33	10	136	42
11. Are the benefits of program or course completion discussed with you?	12	4	79	25	22	7	52	16	50	16	106	33
12. Are the skills and experiences required in your program or course similar to those found in business and industry?	39	12	27	8	12	4	43	13	65	20	135	42
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?	49	15	29	9	15	5	29	9	50	16	148	46
14. Is mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?	78	24	47	15	11	3	32	10	30	9	123	38
15. Is tutoring available in your program/course?	105	33	66	21	14	4	35	11	33	10	68	21
16. Are you encouraged to follow a grievance procedure to report unfair treatment of your program/course?	99	31	100	31	25	8	26	8	24	8	46	14
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?	76	24	41	13	11	4	28	9	30	9	134	42
18. Are you provided information on the current labor market needs?	35	11	91	28	31	10	61	19	33	10	71	22
19. Are you provided information on future labor market demands?	32	10	92	29	38	12	62	19	29	9	68	21

TABLE III continued

Question	No basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
20. Are efforts made by your program or institution to assist you with job placement?	80	25	59	18	22	7	42	13	38	12	81	25
21. Are program/course expectations the same for females as males in male-dominated programs?	78	24	7	2	9	3	25	8	23	7	179	56
22. Are program/course expectations the same for males as females in female-dominated programs?	110	34	11	3	5	2	19	6	23	7	153	48
23. Do program/course activities have physical demands which might prevent your continuation?	50	16	200	62	15	5	20	6	10	3	25	8
24. Do females in male-dominated classes require more assistance than males?	105	33	133	41	21	7	27	8	14	4	20	6
25. Do males in female-dominated classes require more assistance than females?	137	43	125	39	16	5	20	6	8	3	14	4
26. Are you taught skills related to getting and keeping a job?	14	4	53	17	20	6	36	11	38	12	159	50
27. Are both male and female students evaluated by the same standards?	24	8	12	4	5	2	17	5	20	6	244	76
28. Are you informed that vocational program completers may make higher salaries than non-completers?	37	12	64	20	16	5	32	10	28	9	142	44
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?	37	12	11	3	12	4	31	10	49	15	150	56

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TABLE IV
COMBINED COMMUNITY COLLEGE AND AVTC STUDENTS:
FREQUENCY AND PERCENTAGES OF RESPONSES TO FACTORS REGARDING
ENROLLMENT IN AND COMPLETION OF NONTRADITIONAL VOCATIONAL PROGRAMS

Question	No Basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do brochures, catalogs, and other handouts provide information to show that enrollment in your program or course is open to both males and females?	75	24	32	10	16	5	30	10	26	8	126	41
2. Were you invited to observe/tour vocational program before making a program selection?	76	25	96	31	14	5	14	5	10	3	97	32
3. Is special advisement provided to female students in male-dominated programs/courses?	174	57	52	17	6	2	22	7	19	6	30	10
4. Is special advisement provided to male students in female-dominated programs/courses?	175	57	60	20	10	3	13	4	15	5	32	10
5. Do counselors and other staff encourage you to complete your program/course?	16	5	26	8	17	6	31	10	34	11	182	59
6. Are you informed of the financial aid programs available to you?	32	10	69	22	28	9	36	12	26	8	112	36
7. Are you provided assistance in applying for and completing financial aid forms?	102	33	59	19	14	5	23	8	19	6	90	29
8. Is a <u>teacher aide</u> available for instructional assistance?	73	24	89	29	17	6	18	6	12	4	95	31
9. Is an <u>instructor</u> available for instructional assistance?	24	8	9	3	14	5	29	9	31	10	201	65
10. Is a <u>learning center or remedial program</u> available for class assistance?	88	29	36	12	10	3	18	6	23	8	130	42
11. Are the benefits of program or course completion discussed with you?	14	5	67	22	21	7	50	16	39	13	115	37
12. Are the skills and experiences required in your program or course similar to those found in business and industry?	30	10	20	7	8	3	36	12	54	18	157	51
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?	44	14	28	9	15	5	29	9	40	13	150	49
14. Is mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?	74	24	39	13	7	2	33	11	25	8	127	41
15. Is tutoring available in your program/course?	114	37	75	24	14	5	15	5	19	6	68	22
16. Are you encouraged to follow a grievance procedure to report unfair treatment of your program/course?	98	32	94	31	15	5	27	9	21	7	52	17
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?	79	26	46	15	13	4	20	7	20	7	128	42
18. Are you provided information on the current labor market needs?	28	9	71	23	32	10	53	17	32	10	92	30
19. Are you provided information on future labor market demands?	33	11	72	23	33	11	51	17	27	9	89	30

TABLE IV continued

Question	No Basis for Opinion		Hardly Ever		Less Than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
20. Are efforts made by your program or institution to assist you with job placement?	65	21	37	12	18	6	35	11	33	11	119	39
21. Are program/course expectations the same for females as males in male-dominated programs?	68	22	9	3	14	5	20	7	18	6	176	57
22. Are program/course expectations the same for males as females in female-dominated programs?	106	34	12	4	12	4	18	6	22	7	136	44
23. Do program/course activities have physical demands which might prevent your continuation?	63	21	170	55	19	6	18	6	9	3	24	8
24. Do females in male-dominated classes require more assistance than males?	103	33	106	34	20	7	28	9	24	8	22	7
25. Do males in female-dominated classes require more assistance than females?	139	45	96	31	13	4	25	8	16	5	17	6
26. Are you taught skills related to getting and keeping a job?	14	5	42	14	17	6	22	7	27	9	185	60
27. Are both male and female students evaluated by the same standards?	19	6	9	3	5	2	12	4	19	6	242	79
28. Are you informed that vocational program completers may make higher salaries than non-completers?	34	11	54	18	16	5	32	10	24	8	143	47
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?	38	12	13	4	15	5	44	14	35	11	161	52

TABLE V
COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND PERCENTAGES OF RESPONSES BY FEMALE STUDENTS TO FACTORS
REGARDING ENROLLMENT IN AND COMPLETION OF NONTRADITIONAL PROGRAMS

Question	No Basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Do brochures, catalogs, and other handouts provide information to show that enrollment in your program or course is open to both males and females?	70	20	56	16	11	3	33	9	25	7	155	44
2. Were you invited to observe/tour vocational program before making a program selection?	65	19	131	37	15	4	16	5	15	4	109	31
3. Is special advisement provided to female students in male-dominated programs/courses?	166	47	110	31	20	6	21	6	7	2	27	8
4. Is special advisement provided to male students in female-dominated programs/courses?	176	50	89	25	20	6	22	6	7	2	37	11
5. Do counselors and other staff encourage you to complete your program/course?	19	5	32	9	16	5	25	7	38	11	220	63
6. Are you informed of the financial aid programs available to you?	25	7	82	23	34	10	40	11	18	5	152	43
7. Are you provided assistance in applying for and completing financial aid forms?	96	27	72	21	24	7	30	9	24	7	104	30
8. Is a <u>teacher aide</u> available for instructional assistance?	75	21	119	34	12	3	32	9	27	8	84	24
9. Is an <u>instructor</u> available for instructional assistance?	10	3	10	3	13	4	37	11	41	12	239	68
10. Is a <u>learning center or remedial program</u> available for class assistance?	78	22	36	10	11	3	29	8	33	9	161	46
11. Are the benefits of program or course completion discussed with you?	14	4	70	20	31	9	40	11	49	14	147	42
12. Are the skills and experiences required in your program or course similar to those found in business and industry?	33	9	24	7	12	3	35	10	66	19	160	51
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?	43	12	27	8	19	5	31	9	53	15	177	50
14. Is mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?	78	22	45	13	19	5	27	8	34	10	147	42
15. Is tutoring available in your program/course?	120	34	91	23	12	3	37	11	23	7	79	22
16. Are you encouraged to follow a grievance procedure to report unfair treatment of your program/course?	106	30	103	29	30	9	21	6	25	7	66	19
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?	70	20	39	11	10	3	26	7	29	8	175	51
18. Are you provided information on the current labor market needs?	37	11	83	24	29	8	61	17	34	10	108	31
19. Are you provided information on future labor market demands?	33	9	79	22	38	11	66	19	31	9	105	30

TABLE V continued

Question	No Basis for Opinion		Hardly Ever		Less than Half the Time		About Half the Time		More than Half the Time		Almost Always	
	N	%	N	%	N	%	N	%	N	%	N	%
20. Are efforts made by your program or institution to assist you with job placement?	51	15	41	12	16	5	47	13	35	10	161	46
21. Are program/course expectations the same for females as males in male-dominated programs?	89	25	9	3	6	2	25	7	31	9	189	54
22. Are program/course expectations the same for males as females in female-dominated programs?	91	26	7	2	6	2	22	6	29	8	195	55
23. Do program/course activities have physical demands which might prevent your continuation?	55	16	220	63	25	7	21	6	11	3	20	6
24. Do females in male-dominated classes require more assistance than males?	145	41	143	41	19	5	23	7	11	3	11	3
25. Do males in female-dominated classes require more assistance than females?	158	45	128	36	16	5	29	8	5	1	16	5
26. Are you taught skills related to getting and keeping a job?	16	5	35	10	19	5	38	11	36	10	204	58
27. Are both male and female students evaluated by the same standards?	31	9	10	3	3	1	15	4	23	7	268	76
28. Are you informed that vocational program completers may make higher salaries than non-completers?	38	11	68	19	12	3	34	10	21	6	176	50
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?	52	15	8	2	13	4	21	6	41	12	214	61

TABLE VI

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND RANK ORDER OF STUDENT RESPONSES TO FACTORS WHICH
CONTRIBUTE TO RETENTION IN NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	COMMUNITY COLLEGES		AREA VOCATIONAL TECHNICAL CENTERS	
	FREQ.	RANK	FREQ.	RANK
Peer tutoring	32	8	38	7
Instructional assistance from the teacher	92	4	113	4
Instructional assistance from teacher aide	21	9	17	9
Interest in the program	236	1	222	1
Like what you are doing	191	2	200	2
Good salary upon completion	110	3	115	3
Like the instructors	85	5	68	5
Assistance with tuition and/or fees	36	7	44	8
Support from fellow students of the same sex	46	6	57	6

Table VI provides community college and AVTC student responses to factors which contributed to their continuation in nontraditional vocational programs. Of the nine factors listed, student responses were ranked the same for all categories except two. The two categories which differed in response were for the strategies of "peer tutoring" and "assistance with tuition and fees." These items were inversely reported and ranked as 7 and 8. The highest three responses were for these factors:

- Interest in the program (Colleges=236; AVTC=222)
- Like for what you are doing (Colleges=191; AVTC=200)
- Good salary upon completion (Colleges=110; AVTC=115)

TABLE VII

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTERS:
 FREQUENCY AND RANK ORDER OF MALE/FEMALE RESPONSES TO
 FACTORS WHICH CONTRIBUTE TO RETENTION
 IN NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	MALE		FEMALE	
	FREQ.	RANK	FREQ.	RANK
Peer tutoring	27	7*	45	8
Instructional assistance from teacher	73	4	133	3
Instructional assistance from aide	13	8	27	9
Interest in program	201	1	258	1
Like what you are doing	162	2	230	2
Good salary	96	3	131	4
Like the instructors	49	5	105	5
Assistance with tuition and/or fees	29	6	51	7
Support from fellow students of the same sex	27	7*	76	6

*Equal ranks

Table VII presents rankings by gender for the same factors listed in Table VI. Both male and female students identified "interest in the program" and "like what you are doing" as the top two retention strategies. However, they differed on the third ranked strategy. Whereas males indicated "good salary" contributed to retention, females reported "instructional assistance from the teacher" had priority.

The results of this Table indicate that factors/strategies which contribute to the retention of students in nontraditional programs in both types of institution are almost identical.

TABLE VIII

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND RANK ORDER OF STUDENT RESPONSES TO
RECRUITMENT STRATEGIES WHICH ATTRACT
STUDENTS TO NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	COMMUNITY COLLEGES		AREA VOCATIONAL TECHNICAL CENTERS	
	FREQ.	RANK	FREQ.	RANK
Recruitment by an outreach recruiter	9	6	11	7
Advertisements sent to the home	9	6	17	6
Public display information	12	4	31	4
Contact with former or currently enrolled student	60	2	91	2
Newspaper/radio/TV media	11	5	20	5
Recruitment by a vocational teacher	4	7	10	8
Interest developed through observation	44	3	54	3
Personal interest	261	1	235	1

Student retention in nontraditional vocational education programs begins with recruitment--the entry level to a student's development in a nontraditional program.

As a second objective of this study, students were asked to respond to factors/strategies which contributed to their recruitment in nontraditional vocational programs. Table VIII reports their responses.

The highest response regarding strategies for recruitment were awarded to students' "personal interests." Both community college and AVTC students' ranked this response as number one, with frequencies of 261 and 235, respectively. Student rankings for all factors were identical from 1-6 (See Table VIII). However, numbers 7 and 8 were ranked differently.

TABLE IX

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND RANK ORDER OF MALE/FEMALE RESPONSES TO RECRUITMENT
STRATEGIES WHICH ATTRACT STUDENTS TO NONTRADITIONAL PROGRAMS

FACTOR	MALE		FEMALE	
	FREQ.	RANK	FREQ.	RANK
Recruitment by outreach recruiter	12	5	9	8
Advertisement sent to home	9	7	18	6
Public display	21	4	23	4
Former or currently enrolled student	62	2	92	2
News/radio/TV media	11	6	21	5
Recruitment by vocational teacher	3	8	11	7
Interest by observation	38	3	62	3
Personal interest	227	1	270	1

Table IX reports male and female responses to recruitment strategies. "Personal interviews" were ranked as the leading strategy followed by "former or currently enrolled students" and concluding with "through observation of vocational programs" (See Table IX).

Males

•Personal interest	N=227
•Former or currently enrolled students	N= 62
•Observation	N= 38

Females

•Personal interest	N=270
•Former or currently enrolled students	N= 92
•Observation	N= 62

TABLES X AND XI

Table X identifies student responses to factors which discourage completion of nontraditional vocational programs. Each type of barrier was cited as a contributing factor to noncompletion of programs. These top choices were identical for community colleges and area vocational-technical centers as factors which discourage program completion: (a) lack of money for tuition or fees, and (b) courses not offered. The choice of "none of the above" also received high ratings from both groups of students.

Students in both community colleges and area vocational-technical centers responded that dispositional barriers hinder program completion. Students at community colleges selected "academic problems" while area vocational-technical center students selected "dislike for the instructors".

Responses by gender to factors which discourage completion of nontraditional programs are presented in Table XI. Although the situational barrier of "lack of money" and the institutional barrier of "course not offered" were selected among the top choices by both male and female students, the two groups differed on the importance of these factors. Whereas male students indicated that none of the barriers listed discouraged program completion, the female students' responses were the opposite, as they indicated that academic problems discouraged program completion.

Males

- None of the above N= 81
- Lack of money N= 78
- Course not offered N= 63

Females

- Lack of money N=119
- Course not offered N= 88
- Academic problems N= 74

TABLE X

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
 FREQUENCY AND RANK ORDER OF STUDENT RESPONSES TO
 FACTORS WHICH DISCOURAGE COMPLETION OF
 NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	TYPE OF BARRIER*	COMMUNITY COLLEGES		AREA VOCATIONAL- TECHNICAL CENTERS	
		FREQ. RANK		FREQ. RANK	
Courses not offered	A	70	3	80	2
Class offered only during working hours	B	60	5	47	6
Dislike for the program or school	C	56	6	47	6
Dislike for the instructor	C	53	7	62	4
Academic problems	C	68	4	38	7
Transportation problems	B	22	9	52	5
Need for child care assistance at home	B	28	8	21	9
Physical limitations	B	16	10	28	8
Lack of money for tuition or fees	B	102	1	96	1
None of the above	---	73	2	76	3

*Type of barrier

A--Institutional

B--Situational

C--Dispositional

TABLE XI
COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND RANK ORDER OF MALE/FEMALE RESPONSES TO FACTORS
WHICH DISCOURAGE COMPLETION OF NONTRADITIONAL PROGRAMS

FACTOR	TYPE OF BARRIER*	MALE		FEMALE	
		FREQ.	RANK	FREQ.	RANK
Course not offered	A	63	3	88	2
Class only offered during working hours	B	46	5	64	7
Dislike for the program or school	C	35	6	69	5
Dislike for the instructor	C	51	4	65	6
Academic problems	C	33	8	74	3
Transportation problems	B	34	7	40	9
Need for child care	B	9	10	41	8
Physical limitations	B	21	9	22	10
Lack of money	B	78	2	119	1
None of the above	---	81	1	70	4

*Type of barrier

A--Institutional

B--Situational

C--Dispositional

TABLES XII AND XIII

The ranked responses of students to factors which prevent or discourage their enrollment in nontraditional vocational programs were similar for students in both AVTCs and community colleges (Table XII). This reaction indicates that regardless of the type of institution, vocational students in nontraditional programs consider the same factors before enrollment.

These were the three highest responses by institution:

Community College

- Poor opportunities for job advancement N=138
- Information on low salary scales N=117
- Information on hiring difficulties N= 93

Area Vocational-Technical Centers

- Poor opportunities for job advancement N=118
- Information on hiring difficulties N= 85
- Information on low salary scales N= 83

All of the students' responses belong to the category of situational barriers.

Table XIII presents a response by gender to factors which prevent or discourage enrollment in nontraditional programs. The following is a listing of the three highest factors:

Males

- Poor opportunity for job advancement N=153
- Information on low salaries N= 87
- Information on hiring difficulties N= 75

Females

- Poor opportunity for job advancement N=153
- Information on low salaries N=115
- Information on hiring difficulties N=104

The results by gender suggest that all students give "poor opportunity for job advancement" as the critical consideration before selecting a nontraditional vocational program. The other top areas considered before program enrollment are also employment related. These data imply that gender is not a major factor in the selection of a nontraditional program, but the area of employment is.

TABLE XII

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTERS:
 FREQUENCY AND RANK ORDER STUDENT RESPONSES TO
 FACTORS WHICH PREVENT/DISCOURAGE ENROLLMENT IN
 NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	TYPE OF BARRIER*	MALE		FEMALE	
		FREQ. RANK		FREQ. RANK	
Fear of peer hassle in the classroom	C	43	5	52	4
Fear of hassle from instructor in the classroom	C	33	6	41	6
Fear of competing	C	45	4	47	5
Fear of offending the opposite sex through successful classroom performance	C	22	7	36	7
Information on hiring difficulties	B	93	3	85	2
Information on low salary scales	B	117	2	83	3
Poor opportunities for job advancement	B	138	1	118	1

*Type of barrier

A--Institutional

B--Situational

C--Dispositional

TABLE XIII

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
 FREQUENCY AND PERCENTAGE OF MALE/FEMALE STUDENT RESPONSES
 TO FACTORS WHICH PREVENT/DISCOURAGE ENROLLMENT IN
 NONTRADITIONAL VOCATIONAL PROGRAMS

FACTOR	TYPE OF BARRIER*	MALE		FEMALE	
		FREQ.	RANK	FREQ.	RANK
Fear of peer hassle	C	35	4	63	5
Fear of instructor hassle	C	31	6	45	6
Fear of competing	C	27	7	66	4
Fear of offending opposite sex	C	33	5	25	7
Information on hiring difficultities	B	75	3	104	3
Information on low salaries	B	87	2	115	2
Poor opportunities for job advancement	B	104	1	153	1

*Type of barrier

A--Institutional

B--Situational

C--Dispositional

TABLES XIV-XVI

The first section of the faculty survey asked community college and AVTC faculty to indicate the degree to which various types of recruitment and retention strategies are currently being used in vocational programs and courses. The results of the survey indicated that there were no strategies which were currently used by faculty "very often" or even "sometimes." But there were some which were used "very little" (See Table XIV). The results of the AVTC faculty (See Table XV) and the community college faculty (See Table XVI) are in congruence with the results indicated by Table XIV (Combined Responses of community college and AVTC faculties). As indicated by the faculties, those strategies which were at least used "very little" were:

Recruitment Strategies

- The use of brochures, catalogs, and other literature to describe programs to show that enrollment is open to both male and female participants (Combined=61%; AVTC=63%; CC=61%).

Retention Strategies

- Discussion of the benefits of program completion in classes (Combined=61%; AVTC=57%; CC=64%).
- Offering encouragement to students in completing vocational education programs (Combined=74%; AVTC=79%; CC=66%).
- Providing classroom activities similar to those found in business/industry (Combined=61%; AVTC=59%; CC=64%).
- Encouraging mixed grouping of students (i.e. male and female) when working on classroom projects (Combined=57%; AVTC=59%; CC=54%).

Other strategies which the faculty indicated that they used "very little" were as follows:

- Providing information to students concerning local job opportunities in the fields for which they are training (Combined=67%; AVTC=62%; CC=71%).
- Discussing employment trends in subject area with both male and female students (Combined=66%; AVTC=61%; CC=72%).
- Having class/vocational lab requirements the same for both males and females (Combined=64%; AVTC=61%; CC=66%).

The results of Tables XIV-XVI are congruent. The two major findings are that:

1. The faculty is not utilizing all of the various recruitment and retention strategies available to them; and
2. The strategies that the majority use are only being implemented to a very small degree.

TABLE XIV
COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTER FACULTY:
FREQUENCY AND PERCENTAGE* OF RESPONSES TO RETENTION AND RECRUITMENT
STRATEGIES BEING USED IN VOCATIONAL COURSES PROGRAMS

Question	NO		NO Basis for Opinion		YES					
					Very Little		Sometimes		Very Often	
	N	%	N	%	N	%	N	%	N	%
1. Are both male and female staff used to recruit students to your vocational program?	15	9	15	9	75	44	62	36	2	1
2. Do brochures, catalogs and other literature describe your program to show that enrollment is open to both male and female participants?	11	6	3	2	105	61	44	26	5	3
3. Do you allow potential students to observe your vocational program to encourage enrollment?	13	8	9	5	73	43	63	37	12	7
4. Do you offer a tour of the facilities as part of your orientation program?	20	12	10	6	73	43	59	35	7	4
5. Do you work with counselors and other program staff to recruit nontraditional students to your vocational program area?	26	15	10	6	63	37	65	38	5	3
6. Do you actively recruit females to male-dominated programs?	48	28	58	34	35	21	26	15	3	2
7. Do you actively recruit males to female-dominated programs?	48	28	67	39	30	18	23	14	1	0.6
8. Does your program attempt to balance student enrollment by sex?	130	76	23	14	8	5	4	2	2	1
9. Do you participate with other schools and community groups to demonstrate the benefits of vocational programs for male and female students?	37	22	21	12	40	23	58	34	11	6
10. Do you provide orientation training to students who are nontraditional to your program area?	62	36	15	9	48	28	36	21	3	2
11. Are the benefits of program completion discussed in your class?	9	5	2	1	104	61	52	30	1	0.6
12. Do you work with counselors and other program staff to retain nontraditional students in your vocational program area?	19	11	20	12	61	36	61	36	6	4
13. Do you offer encouragement to students in completing vocational education programs?	---	---	2	1	126	74	39	23	---	---
14. Do you provide classroom activities similar to those found in business/industry?	7	4	11	6	104	61	44	26	2	1
15. Does your classroom laboratory simulate the work environment found in business and industry?	13	8	15	9	80	47	57	33	2	1
16. Do you encourage mixed grouping of students (i.e., male and female) when working on classroom projects?	7	4	17	10	97	57	45	26	1	0.6
17. Do you encourage peer tutoring in your vocational class?	12	7	12	7	70	41	65	38	9	5
18. Do you encourage students to follow a grievance procedure to report unfair treatment in the classroom?	27	16	37	22	44	26	50	29	8	5
19. Do you encourage students to report physical disabilities which may affect their vocational performance?	17	10	18	11	82	48	49	29	3	2
20. Do you provide information to students concerning local job opportunities in the fields for which they are training?	2	1	2	1	115	67	50	29	1	0.6

TABLE XIV continued

Question	NO		NO BASIS FOR OPINION		VERY LITTLE		SOMETIMES		VERY OFTEN	
	N	%	N	%	N	%	N	%	N	%
21. Do you discuss employment trends in your subject area with both male and female students?	5	3	2	1	113	66	47	28	3	2
22. Are class/vocational lab requirements the same for both males and females?	1	0.6	10	6	110	64	49	29	---	---
23. Have you found that admission testing prevents or discourages enrollment in your program?	77	45	51	30	11	6	28	16	3	2
24. Is the vocational lab performance of non-traditional students equal to that of traditional students?	11	6	43	25	77	45	38	22	1	0.6
25. Do females in male-dominated classes appear to be more interested in learning vocational skills than males?	59	35	89	52	6	4	15	9	---	---
26. Do males in female-dominated classes appear to be more interested in learning vocational skills than females?	62	36	98	57	2	1	5	3	3	2
27. Do males in female-dominated classes require more instructional help than females?	70	41	87	51	1	0.6	11	6	1	0.6
28. Do females in male-dominated classes require more instructional help than males?	70	41	69	40	6	4	22	13	3	2
29. Do you provide instruction to students in preparing for job interviews?	27	16	4	2	71	42	61	36	7	4
30. Does evaluation of nontraditional students differ from that of traditional students in your program area?	143	83	20	12	2	1	5	3	---	---
31. Do you inform students of a possible difference between women and men earnings in the job market?	68	40	33	19	29	17	34	20	4	2

*All percentages are rounded off to the nearest whole number.

TABLE XV
AREA VOCATIONAL-TECHNICAL CENTER FACULTY:
FREQUENCY AND PERCENTAGE* OF RESPONSES TO RETENTION AND RECRUITMENT
STRATEGIES BEING USED IN VOCATIONAL COURSES/PROGRAMS

Question	NO		NO Basis for Opinion		YES					
					Very Little	Sometimes		Very Often		
	N	%	N	%	N	%	N	%		
1. Are both male and female staff used to recruit students to your vocational program?	5	8	5	8	29	43	26	39	---	---
2. Do brochures, catalogs and other literature describe your program to show that enrollment is open to both male and female participants?	3	5	1	2	42	63	18	27	2	3
3. Do you allow potential students to observe your vocational program to encourage enrollment?	---	---	3	5	34	51	27	43	2	3
4. Do you offer a tour of the facilities as part of your orientation program?	6	9	2	3	33	49	23	34	1	2
5. Do you work with counselors and other program staff to recruit nontraditional students to your vocational program area?	10	15	---	---	31	46	23	34	2	3
6. Do you actively recruit females to male-dominated programs?	16	24	23	34	12	18	14	21	1	2
7. Do you actively recruit males to female-dominated programs?	16	24	20	30	15	22	14	21	1	2
8. Does your program attempt to balance student enrollment by sex?	52	78	8	12	4	60	1	2	---	---
9. Do you participate with other schools and community groups to demonstrate the benefits of vocational programs for male and female students?	11	16	2	3	20	30	29	43	2	3
10. Do you provide orientation training to students who are nontraditional to your program area?	14	21	4	6	21	31	20	30	2	3
11. Are the benefits of program completion discussed in your class?	5	8	2	3	38	57	20	30	1	2
12. Do you work with counselors and other program staff to retain nontraditional students in your vocational program area?	6	9	6	9	27	40	26	39	---	---
13. Do you offer encouragement to students in completing vocational education programs?	---	---	---	---	44	66	21	31	---	---
14. Do you provide classroom activities similar to those found in business/industry?	---	---	3	5	43	64	19	28	1	2
15. Does your classroom laboratory simulate the work environment found in business and industry?	1	2	3	5	34	51	27	40	---	---
16. Do you encourage mixed grouping of students (i.e., male and female) when working on classroom projects?	---	---	7	10	36	54	21	31	1	2
17. Do you encourage peer tutoring in your vocational class?	6	9	3	5	26	39	29	43	2	3
18. Do you encourage students to follow a grievance procedure to report unfair treatment in the classroom?	10	15	16	24	17	25	20	21	2	3
19. Do you encourage students to report physical disabilities which may affect their vocational performance?	2	3	3	5	36	54	25	37	---	---
20. Do you provide information to students concerning local job opportunities in the fields for which they are training?	2	3	2	3	41	62	2	30	1	2

TABLE XV continued

Question	NO		NO BASIS for Opinion		YES					
					Very Little		Sometimes		Very Often	
	N	%	N	%	N	%	N	%	N	%
21. Do you discuss employment trends in your subject area with both male and female students?	4	6	1	2	38	57	21	31	2	3
22. Are class/vocational lab requirements the same for both males and females?	---	---	---	---	41	61	25	37	---	---
23. Have you found that admission testing prevents or discourages enrollment in your program?	34	51	17	25	3	5	12	18	---	---
24. Is the vocational lab performance of non-traditional students equal to that of traditional students?	7	10	16	24	24	36	18	27	1	2
25. Do females in male-dominated classes appear to be more interested in learning vocational skills than males?	29	43	31	46	1	2	4	6	---	---
26. Do males in female-dominated classes appear to be more interested in learning vocational skills than females?	31	46	30	45	2	3	2	3	1	2
27. Do males in female-dominated classes require more instructional help than females?	32	48	27	40	---	---	7	10	---	---
28. Do females in male-dominated classes require more instructional help than males?	26	39	25	37	1	2	14	21	---	---
29. Do you provide instruction to students in preparing for job interviews?	6	9	2	3	34	51	24	36	---	---
30. Does evaluation of nontraditional students differ from that of traditional students in your program area?	55	82	7	11	---	---	3	5	---	---
31. Do you inform students of a possible difference between women and men earnings in the job market?	29	43	13	19	10	15	13	19	1	2

*All percentages are rounded off to the nearest whole number.

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TABLE XVI
COMMUNITY COLLEGE (CC) FACULTY:
FREQUENCY AND PERCENTAGE* OF RESPONSES TO RETENTION AND
RECRUITMENT STRATEGIES BEING USED IN
VOCATIONAL PROGRAMS/COURSES

Question	NO		No Basis for Opinion		YES					
					Very Little		Sometimes		Very Often	
	N	%	N	%	N	%	N	%	N	%
1. Are both male and female staff used to recruit students to your vocational program?	10	10	10	10	46	44	36	35	4	2
2. Do brochures, catalogs and other literature describe your program to show that enrollment is open to both male and female participants?	8	8	2	2	63	61	26	25	3	3
3. Do you allow potential students to observe your vocational program to encourage enrollment?	13	13	6	6	39	38	36	35	10	10
4. Do you offer a tour of the facilities as part of your orientation program?	14	14	8	8	40	39	36	35	6	6
5. Do you work with counselors and other program staff to recruit nontraditional students to your vocational program area?	16	15	10	10	32	31	42	40	3	3
6. Do you actively recruit females to male-dominated programs?	32	31	35	34	23	22	12	12	2	2
7. Do you actively recruit males to female-dominated programs?	32	31	47	45	15	14	9	9	---	---
8. Does your program attempt to balance student enrollment by sex?	78	75	15	14	4	4	3	3	2	2
9. Do you participate with other schools and community groups to demonstrate the benefits of vocational programs for male and female students?	26	25	19	18	20	19	29	28	9	9
10. Do you provide orientation training to students who are nontraditional to your program area?	48	46	11	11	27	26	16	15	1	1
11. Are the benefits of program completion discussed in your class?	4	4	---	---	66	64	32	31	---	---
12. Do you work with counselors and other program staff to retain nontraditional students in your vocational program area?	13	13	14	14	34	33	35	34	6	6
13. Do you offer encouragement to students in completing vocational education programs?	---	---	2	2	82	79	18	17	---	---
14. Do you provide classroom activities similar to those found in business/industry?	7	7	8	8	61	59	25	24	1	1
15. Does your classroom laboratory simulate the work environment found in business and industry?	12	12	12	12	46	44	30	29	2	2
16. Do you encourage mixed grouping of students (i.e., male and female) when working on classroom projects?	7	7	10	10	61	59	24	23	---	---
17. Do you encourage peer tutoring in your vocational class?	6	6	9	9	44	42	16	15	7	7
18. Do you encourage students to follow a grievance procedure to report unfair treatment in the classroom?	17	17	21	20	27	26	30	29	6	6
19. Do you encourage students to report physical disabilities which may affect their vocational performance?	15	14	15	14	46	44	24	23	3	3
20. Do you provide information to students concerning local job opportunities in the fields for which they are training?	---	---	---	---	74	71	30	29	---	---

TABLE XVI continued

Question	NO		No Basis for Opinion		Very Little		Sometimes		Very Often	
	N	%	N	%	N	%	N	%	N	%
21. Do you discuss employment trends in your subject area with both male and female students?	1	1	1	1	75	72	26	25	1	1
22. Are class/vocational lab requirements the same for both males and females?	1	1	10	10	69	66	24	23	---	---
23. Have you found that admission testing prevents or discourages enrollment in your program?	43	41	34	33	8	8	16	15	3	3
24. Is the vocational lab performance of non-traditional students equal to that of traditional students?	4	4	27	26	53	61	20	19	---	---
25. Do females in male-dominated classes appear to be more interested in learning vocational skills than males?	30	29	58	56	5	5	11	11	---	---
26. Do males in female-dominated classes appear to be more interested in learning vocational skills than females?	31	30	68	65	---	---	3	3	2	2
27. Do males in female-dominated classes require more instructional help than females?	38	37	60	58	1	1	4	4	1	1
28. Do females in male-dominated classes require more instructional help than males?	44	42	44	42	5	5	8	8	3	3
29. Do you provide instruction to students in preparing for job-interviews?	21	20	2	2	37	36	37	36	7	7
30. Does evaluation of nontraditional students differ from that of traditional students in your program area?	87	84	13	13	2	2	2	2	---	---
31. Do you inform students of a possible difference between women and men earnings in the job market?	39	38	20	19	19	18	21	20	3	3

*All percentages are rounded off to the nearest whole number.

TABLES XVII AND XVIII

Table XVII provides combined responses of faculty polled at AVTCs and community colleges about factors which cause students not to complete their vocational programs. These findings showed that the leading reason was "personal problems." As indicated below, the top three common factors were:

- Personal problems N=151
- Academic problems N=128
- Lack of motivation and interest N=115

Students stated that "lack of money for tuition and fees" was the primary cause for not remaining in their programs (See Table X). The responses of faculty and students indicate that situational barriers adversely affect student retention.

Table XVIII also presents factors which lead to student attrition. However, the views of AVTC faculty are depicted separately from those of community college faculty. The top four rankings were identical for each institution.

- Personal problems (colleges= 92; AVTC= 59)
- Academic problems (colleges= 83; AVTC= 45)
- Lack of motivation and interest (colleges= 73; AVTC= 42)
- Transportation (colleges= 41; AVTC= 35)

TABLE XVII

COMBINED RESPONSES OF COMMUNITY COLLEGE AND AVTC FACULTY:
FREQUENCY AND RANK ORDER OF FACTORS
WHICH CAUSE STUDENT ATTRITION

FACTOR	TYPE OF BARRIER*	FREQ.	RANK
Could not get course or program they wanted or needed	A	15	8
Personal problems	B	151	1
Dislike of the program or school	C	16	7
Dislike of the instructor	C	11	10
Academic problems	C	128	2
Transportation problems	B	76	4
Need for child care assistance	B	56	5
Physical limitations	B	14	9
Lack of motivation and interest	C	115	3
Other	-	53	6

*Type of Barrier

A--Institutional

B--Situational

C--Dispositional

TABLE XVIII

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTER
 FACULTY: FREQUENCY AND RANK ORDER OF FACTORS
 WHICH CAUSE STUDENT ATTRITION

FACTOR	TYPE OF BARRIER *	COMMUNITY COLLEGES		AREA VOCATIONAL- TECHNICAL CENTERS	
		FREQ. RANK		FREQ. RANK	
Could not get course/ program they wanted or needed	A	11	7	4	9
Personal problems	B	92	1	59	1
Dislike of the program or school	C	11	7	5	8
Dislike of the instructor	C	9	8	2	10
Academic problems	C	83	2	45	2
Transportation problems	B	41	4	35	4
Need for child care assistance	B	30	6	26	5
Physical limitations	B	5	9	9	7
Lack of motivation and interest	C	73	3	42	3
Other	-	32	5	21	6

*Type of Barrier

A--Institutional

B--Situational

C--Dispositional

TABLE XIX

COMBINED RESPONSES OF COMMUNITY COLLEGE AND AVTC FACULTY:
FREQUENCY AND RANK ORDER OF STRATEGIES WHICH
ENCOURAGE PROGRAM RETENTION

	FREQ.	RANK
Peer tutoring	89	2
In-class tutorial assistance	76	3
Teacher aides	18	7
Grouped lab sessions	67	4
Individualized assistance	149	1
Individualized Manpower Training	---	---
Systems/Learning Resource Centers	61	5
Other	24	6

Retention strategies are reported in Tables XIX and XX. Table XIX provides the combined responses of faculty members to strategies which influence the retention of students in nontraditional programs. The three leading factors reported by faculty included:

- Individualized assistance N=149
- Peer tutoring N= 89
- In-class tutorial assistance N= 76

The responses of both community college and area vocational-technical center faculty members imply that institutional-based support greatly influence the retention process.

TABLE XX

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTER:
FREQUENCY AND RANK ORDER OF STRATEGIES USED BY FACULTY
TO RETAIN STUDENTS IN NONTRADITIONAL PROGRAMS

FACTOR	COMMUNITY COLLEGES		AREA VOCATIONAL TECHNICAL CENTERS	
	FREQ.	RANK	FREQ.	RANK
Peer tutoring	57	2	32	4
In-class tutorial assistance	41	3	35	2
Teacher aides	12	7	6	7
Grouped lab sessions	39	4	28	5
Individualized assistance	91	1	58	1
IMTS/Learning Resource Center	27	5	34	3
Other	15	6	9	6

In Table XX the findings of the retention process, as examined by both community college and area vocational-technical faculty, are reported. These groups suggest that traditional and conventional means are effective retention methods and techniques. Both groups identified the top three strategies that institutions may use to improve retention as:

- Individual assistance (colleges= 91; AVTC= 58)
- Peer tutoring (colleges= 57; AVTC= 35)
- In-class tutorial assistance (colleges= 41; AVTC= 34)

TABLE XXI

COMBINED RESPONSES OF COMMUNITY COLLEGE AND AVTC FACULTY:
 FREQUENCY AND RANK ORDER OF STRATEGIES USED
 TO RECRUIT STUDENTS TO NONTRADITIONAL VOCATIONAL PROGRAMS

	FREQ.	RANK
Newspaper advertisements	100	4
Television advertisements	62	6
Billboard/booth displays	89	5
Word of mouth	144	2
Catalog	145	1
Institutional recruiting teams	110	3

Faculty reactions regarding student recruitment are listed in Table XXI for community colleges and AVTCs. The responses of faculty revealed that these strategies were most often used to recruit individuals into nontraditional programs:

•Catalog	N=147
•Word of mouth	N=144
•Institutional recruiting teams	N=110

The results of the survey indicated that the catalog, a strategy that is manageable by the institution, is most often used by the faculty for student recruitment.

TABLE XXII

COMMUNITY COLLEGE AND AREA VOCATIONAL-TECHNICAL CENTER:
 FREQUENCY AND RANK ORDER OF STRATEGIES USED
 TO RECRUIT STUDENTS TO NONTRADITIONAL PROGRAMS

FACTOR	COMMUNITY COLLEGES		AREA VOCATIONAL TECHNICAL CENTERS	
	FREQ.	RANK	FREQ.	RANK
Newspaper advertisement	61	4	39	4
Television advertisement	37	6	25	5
Billboard/booth displays	50	5	39	4
Word of mouth	90	2	54	1
Catalog	85	1	50	2
Institutional recruiting teams	70	3	40	3

Both community college and area vocational-technical centers faculties illustrated (Table XXII) that strategies which have proven to be successful in attracting students to nontraditional programs should concentrate on variables that are manageable by the institution: catalog, word of mouth, and institutional recruiting teams.

TABLE XXIII

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
NUMBER AND PERCENTAGE OF STUDENT PARTICIPANTS BY GENDER IN
NONTRADITIONAL VOCATIONAL PROGRAMS

N=666

SEX	COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS	
	N	%
Male	308	46.2
Female	352	52.9
Unidentified	6	0.9

A total of 666 students participated in the study. The total number of males and females was very close. There were 308 (46.2%) male and 352 (52.9%) female students. Six (0.9%) students did not indicate their gender.

TABLE XXIV

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND PERCENTAGE OF MALE/FEMALE STUDENTS DISTRIBUTION
IN NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS

VOCATIONAL EDUCATION	MALE		FEMALE	
	FREQ.	%	FREQ.	%
Agribusiness	6	1.9	2	0.6
Distributive Education	5	1.6	12	3.4
Health Occupations	70	22.7	126	35.8
Industrial Education	126	40.9	73	20.7
Business Education	50	16.2	102	29.0
Public Service	50	16.2	35	9.9
Home Economics	0	0	1	0.3

There was a total of seven different vocational program areas. The results of the Student Survey indicated most male students in both institutions were enrolled in the areas of industrial education (40.9%) and health occupations (22.7%). The results also show that most female students were enrolled in the areas of health occupations (35.8%) and business education (29%).

TABLE XXV

COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL CENTERS:
FREQUENCY AND RANK ORDER OF MALE/FEMALE RESPONSES TO REASONS
FOR ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS/COURSES

FACTOR	MALE		FEMALE	
	FREQ.	RANK	FREQ.	RANK
Retraining for new occupation	110	2	119	2
Updating skills	37	4	73	4
Training for first employment	81	3	92	3
Personal interest and development	139	1	170	1

Community college and area vocational-technical center students were asked their reasons for enrolling in their particular vocational programs. Of the four possible responses, both groups identified their reasons in the same rank order. Although there was agreement on the ranking of each of the factors, it may be noted that there was consensus of agreement about "personal interest and development" being given greatest consideration before students enrolled in nontraditional program (Male=139; Female=170).

Open-Ended Questions

OPEN-ENDED QUESTION #35 of the Faculty Survey asked participants to "Identify any factors [they felt] may prevent or discourage nontraditional students from enrolling in [their] vocational education programs" and to also "provide [their] views regarding students' perceptions of factors which may deter enrollment." A total of 119 surveys was returned. Seventy-three (61.3%) were from community colleges and 46 (38.7%) were from area vocational-technical centers.

Community Colleges. The respondents were affiliated with six different program areas: (a) health education, (b) distributive education, (c) business education, (d) industrial education, (e) public service, and (f) health occupations.

Six respondents were affiliated with distributive education. Only two (33.3%) responded to the question. They identified two factors:

1. Financial aid. It seems that financial aid support is provided to only those in "academic" areas and not to vocational students.

2. Changing from "hands off" (academic courses) to "hands on" (skills courses). Some nontraditional students do not have the ability to adapt to switching from "hands off" to "hands on."

There were eight respondents in business education. Five (62.5%) of them answered question #35. The various factors identified were (a) financial aid, (b) low salaries, (c) the lack of contact and coordination between institutions and local industries, (d) the lack of positive study habits among students, and (e) females formerly perceiving accounting as a male-dominated area.

In the program area of industrial education, there were 18 respondents of whom 12 (66.6%) answered question #35. The following factors were identified by the respondents: (a) low salaries, (b) the length of time it takes to complete program, (c) bias of employers toward hiring females, (d) lack of employers' awarenesses about programs, (e) the inability of nontraditional students to relocate where jobs are available, (f) the lack of self-confidence--females who have nontraditional background in industrial education feel that they cannot succeed in this area, and (g) the perception of females that industrial education is a male-dominated occupation.

Of 12 returned surveys in the area of public service, seven (58.3%) respondents answered question #35. Three factors

were identified: (a) agencies' bias toward hiring females, (b) females' views that public service is a male-dominated occupation, and (c) testing--vocational education students do not tend to perform as well as general education students on tests.

Eighteen (66.6%) out of 27 respondents in health occupations answered question #35. Factors identified were (a) low salaries, (b) job stress and job-class schedule conflict, (c) the lack of financial aid, (d) the male perception of health care as a female-dominated occupation, (e) lack of awareness about the health occupations and which specific programs were offered in the area, (f) physical demands are difficult for the majority of females to meet, (g) the lack of recognition, (h) untrue rumors regarding admission to some schools, (i) minorities' perception that employment opportunities are dismal after graduation, (j) the inability of male students to cope with science and math courses, (k) not dealing with prospective students as adults, (l) not communicating with prospective students in simple language/terms; thus, frightening them and causing them to feel ignorant, (m) the perception that health occupation is an area "for whites only," and (n) the lack of self confidence--many older returning students fear failure and test taking and regard age differences among students as a handicap.

Only one respondent was affiliated with home economics. This respondent did not answer the question.

Area Vocational-Technical Centers (AVTC). The AVTCs accounted for the balance--46 (38.7%) of the total (N=119) number--of surveys sent out. The respondents were affiliated with the areas of (a) home economics, (b) distributive education, (c) business education, (d) industrial education, (e) public service, (f) health occupations, and (g) diversified occupations.

There were four respondents in home economics. Three of them indicated that the question was not applicable. The fourth respondent identified two factors: (a) the nontraditional students' fear of hardwork, and (b) agencies' reluctance to hire nontraditional students.

Of the five surveys returned in business education, three (60%) responded to the question. Factors identified were (a) lack of basic skills, (b) poor career planning, and (c) the male perception that clerical and secretarial work is for females.

There was a 60% response (15) in industrial education. Ten factors were identified in response to question #35: (a) financial problems, (b) rigorous physical requirements,

(c) low wages, (d) academic problems, (e) unawareness of existing programs, (f) personal problems, (g) lack of child care assistance, (h) lack of motivation and interest, (i) the female perception that industrial education is a male-dominated occupation, and (j) the nontraditional students' perception that they will be unable to get a job after completing the program.

The response rate in health occupations was 62.5% (N=5). Factors identified by the respondents were (a) low salaries, (b) rigorous physical requirements, and (c) the male perception of health occupations as a female-dominated area.

The areas of distributive education and diversified occupations had only one respondent each. The respondents did not answer the question. There were two respondents from the area of public service. One indicated that there were no factors that deterred enrollment, and the other did not answer the question.

THE SECOND OPEN-ENDED QUESTION (#36) on the faculty survey asked participants to "Identify any factors that [they felt] may prevent or discourage nontraditional students from completing [their] vocational education program" and to also "provide [their] views regarding students' perceptions of factors which may deter program completion." Seventy-three (61.3%) were from community colleges and 46 (38.7%) were from area vocational-technical centers.

Community Colleges. The respondents from community colleges were affiliated with the program areas of (a) home economics, (b) distributive education, (c) business education, (d) industrial education, (e) public service, and (f) health occupations.

Of the nine respondents in business education, only two (22.2%) answered the question. Factors they identified were (a) personal problems, (b) transportation problems, (c) need for child care assistance, (d) work constraints, and (e) could not get course/program wanted or needed.

There was a 50% (N=9) response rate in industrial education. Factors identified by respondents were (a) personal problems, (b) low salaries, (c) incompetent teachers, and (d) financial problems.

In the area of public service, there were five responses (41.6%) out of 12 returned surveys. The respondents identified the following factors: (a) the end of Law Enforcement Education Program (LEEP) funds, (b) difficult physical requirements, (c) agencies' bias toward hiring nontraditional students, and (d) the lack of understanding of the many career opportunities.

Health occupations had a 53.6% (n=15) response rate. Factors identified by the respondents were (a) financial problems, (b) work-class schedule conflict, (c) personal problems, (d) agencies' bias towards nontraditional students, (e) low salaries, (f) academic problems, (g) negative perceptions of public toward nontraditional students, (h) immaturity of females in all-male class, and (i) the adjustment of males to females in supervisory roles.

The one respondent in home economics did not answer the question.

Area Vocational Technical Centers. The respondents from AVTCs were affiliated from the program areas of (a) home economics, (b) distributive education, (c) business education, (d) industrial education, (e) public service, (f) health occupations, and (f) diversified occupations.

In industrial education (N=25) there were 13 (52%) respondents. Factors identified by the respondents were (a) personal problems, (b) child care assistance, (c) lack of motivation and interest, (d) low wages, (e) lack of knowledge about programs in terms of what is expected of them, (h) lack of mechanical skills among females, and (i) difficulty in obtaining employment.

There were three (37.5%) respondents in health occupations (N=8). Financial problems was the only factor identified.

In home economics (N=4) there was one (25%) respondent. Factors identified were (a) rigorous field work, and (b) the lack of self-confidence. The other three respondents stated that the question was not applicable to them.

The one respondent in diversified occupations stated that deterrents to completion depended on the perception of faculty and students about how cooperative education could benefit them.

In business education (N=5) there was only one (20%) response. The factor identified was the male attitude that clerical work is for females.

There was no response in the areas of public service and distributive education.

Discussion and Recommendations

Recruitment

Student findings regarding strategies which were effective for their enrollment into nontraditional programs are associated with the students' personal interest. The findings further illustrate that recruitment strategies attempted through institutional measures (i.e. outreach recruitment, advertisements, and media approaches) were less effective in attracting students to nontraditional programs.

Faculty findings illustrate that the recruitment measures most often used were institutional approaches as well as personal efforts by faculty through "word of mouth." The strategies least used by faculty and institutions were public advertisements such as media approaches and public displays.

The results of measures used by faculty and institutions differ greatly from measures thought of as effective by students. Faculty responses suggest they are instrumental in the recruitment process; however, students report their personal interest is the primary reason for their enrollment in nontraditional programs.

Recommendations. It is suggested that faculty become involved with institutional recruitment teams and emphasize that males and females can participate in programs which have traditional male- or female-dominated enrollments. Faculty should also develop and implement individual recruitment strategies, using factors which illustrate courses/programs are available to all students.

Retention

Student findings indicated that the reasons most frequently cited by students for program completion were (a) "self interest in the program" and (b) "like for what they were doing." These data further imply that personal satisfaction serves as a greater motivational device toward nontraditional program completion than does institutional support.

Faculty findings revealed that institutional based support was the primary reason for student retention in nontraditional programs. There was high agreement among faculty that improved instruction and academic programs were among the more effective strategies in encouraging students to complete their programs. Responses by faculty further indicated institutions were not taking advantage of the variety of strategies which could be used in the retention process.

Combined responses of faculty and student perceptions suggest an obvious difference of opinion. Students perceived that the successful completion of programs is related to "student based" factors; whereas, faculty perceived student completion being achieved through "institutional based" strategies.

Recommendations. There is no one set of reasons why students withdraw or dropout of postsecondary institutions prior to the completion of their programs. Therefore, in order to improve retention, a combination of strategies should be utilized. One of which may be formative assessments to determine what works and what does not work. Strategies should include those which are appealing to the students as well as those which are manageable by the institution. One strategy should be the marketing of courses or programs for the public via these tasks:

1. Present a meaningful and accurate picture of the institution.
2. Concentrate on factors that are manageable by the institution and not on those that are beyond the control of the institution.

Barriers

The results of the student survey indicated that the major barriers to student enrollment in nontraditional vocational programs are situational. Both community college and AVTC students indicated the same situational barriers--poor opportunities for job advancement; information on low salary scales; and information on hiring difficulties. The selection of these barriers imply that the students are mostly concerned about employment opportunities.

Student responses also indicated that of the three kinds of barriers identified by Cross (1981), situational barriers were predominant in discouraging completion of nontraditional postsecondary vocational programs. The most predominant situational barrier in terms of AVTC vs. community college students and male vs. female students was "lack of money for tuition and fees." This predominant situational barrier is an indication that all students, regardless of institutional affiliation or gender, were encountering serious financial constraints which force them to discontinue their academic endeavors. The results in this study indicated that besides the situational barriers mentioned above, there were also problems of employer bias toward hiring nontraditional students.

Furthermore, it is important to note one major difference in terms of male vs. female students. Females identified the dispositional barrier of "academic problems"

as a leading factor that prevented them from completing their vocational programs. This may suggest that female students have more difficulty in adjusting to nontraditional programs than males.

Recommendations. In order to eliminate sex bias and to encourage students to enroll in nontraditional vocational programs with the expectation of obtaining a satisfactory job after completion, it is recommended that institutions encourage potential employers to hire nontraditional students at adequate salaries and give the students opportunities for job advancement.

To help lessen the financial burdens encountered by students and at the same time encourage program completion, it is also recommended that institutions (a) provide adequate financial aid for students (Beal and Noel, 1980) and (b) provide many on-campus and part-time work opportunities for students (Lenning, Beal, and Saur, 1980; Gardiner and Robati, 1982). In addition, institutions should provide more remedial programs to assist the nontraditional student in improving his/her academic performance.

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APPENDICES

A. Samples of Correspondences



The Florida State University
Tallahassee, Florida 32306
College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

Cover letter for Formative
Evaluation

February 18, 1985

Dear Colleague:

We are currently conducting a research project for the Department of Education, Division of Vocational Education entitled "Identification and Assessment of Factors That Hinder, Prevent, or Discourage Individuals From Enrollment In or Completion of Non-traditional programs In Postsecondary Institutions in Florida."

We would greatly appreciate your assisting us in the completion of this project by offering your comments in a peer review/pilot test of the attached instrument.

For the purpose of this study, "nontraditional" refers to vocational programs that are male-intensive with a twenty percent or better female enrollment, or vice versa.

Upon completion please return your comments and the instrument to the office of Dr. Dolores Robinson, Florida State University, 113 Stone Building, Tallahassee, Florida, 32306.

Thank you,

Dwight J. Fennell
Project Coordinator



The Florida State University
Tallahassee, Florida 32306

College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

April 1, 1985

Dear

The Comprehensive Vocational Education program at the Florida State University is presently conducting a research project, "Barriers to Enrollment in and Completion of Nontraditional Vocational Education Programs in Postsecondary Institutions." We are requesting your help in conducting this research by granting permission for your faculty and students in nontraditional programs to participate.

For the purpose of this project, nontraditional programs are those identified as female- or male-dominated programs which contain an enrollment of 20 percent or more of the opposite sex. The programs at your institution that meet the 20 percent criterion have been identified by the Bureau of Vocational Planning and Budgeting at the Florida Department of Education.

Upon your approval, survey instruments will be mailed to faculty members of nontraditional programs. Sometime during the months of April or May, we would like to administer survey questionnaires to students of nontraditional programs. A survey instrument is enclosed for your review.

Please complete the attached form and return it to us in the enclosed pre-addressed envelope by April 15.

Sincerely yours,

Dolores M. Robinson
Project Director

Enclosures



The Florida State University
Tallahassee, Florida 32306

College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

Letter to instructors with
two or more nontraditional
programs in their institu-
tions

April 10, 1985

Dear Instructor:

The Comprehensive Vocational Education Program at The Florida State University is presently conducting a research project, "Barriers to Enrollment In and Completion of Nontraditional Vocational Education Programs In Postsecondary Institutions." We have received approval from your institution and would like to include your course/program in this study.

For the purpose of the project, nontraditional programs are identified as those female- or male-dominated programs which contain an enrollment of 20 percent or more of the opposite sex. The programs/courses at your institution that meet the 20 percent criteria have been identified by the Bureau of Vocational Planning and Budget at the Florida Department of Education.

Please assist us in conducting this research by completing and returning the attached faculty survey instrument by April 26. Enclosed is a pre-addressed envelope for returning the instrument.

Thank you for your assistance in this matter, and we look forward to your participation in this project.

Sincerely yours,

Dolores M. Robinson

Dolores M. Robinson
Project Director

Enclosures



The Florida State University
Tallahassee, Florida 32306
College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

Letter to institutions with
three or more nontraditional
programs

April 12, 1985

Dear Instructor:

The Comprehensive Vocational Education Program at The Florida State University is presently conducting a research project, "Barriers to Enrollment In and Completion of Nontraditional Vocational Education Programs In Postsecondary Institutions." We have received approval from your institution and would like to include your course/program in this study.

For the purpose of the project, nontraditional programs are identified as those female- or male-dominated programs which contain an enrollment of 20 percent or more of the opposite sex. The programs/courses at your institution that meet the 20 percent criteria have been identified by the Bureau of Vocational Planning and Budget at the Florida Department of Education.

Please assist us in conducting this research by completing and returning the attached faculty survey instrument by April 26. Enclosed is a pre-addressed envelope for returning the instrument.

Additionally, sometime during the months of April or May, the project staff would like to administer questionnaires to students enrolled in your nontraditional class(es). You will be contacted to arrange an appointment time.

Thank you for your assistance in this matter, and we look forward to your participation in this project.

Sincerely yours,

Dolores M. Robinson

Dolores M. Robinson
Project Director

Enclosures



The Florida State University
Tallahassee, Florida 32306
College of Education
Department of Educational Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

Follow-up letters to instructors
who had not returned their surveys

May 3, 1985

Dear Instructor:

About four weeks ago, a questionnaire was mailed to you regarding a study that is being conducted by Vocational Education in the Department of Educational Leadership at Florida State University. This study is being conducted to identify Barriers to Enrollment in and Completion of Nontraditional Vocational Education Programs in Post-secondary Institutions.

Specifically, the study is designed to identify reasons students do not enroll in and complete nontraditional vocational education programs. This information will be used for the future planning and improving of nontraditional programs in vocational postsecondary institutions within the state of Florida. As an instructor of a vocational-technical education subject, your response to this questionnaire is greatly needed to increase the admission and retention process.

Enclosed is another copy of the questionnaire designed to complete the study. If you have already responded, thank you. If you have not, please find time to complete and return the questionnaire by May 17, 1985.

Sincerely yours,

Dolores M. Robinson

Dolores M. Robinson

B. Sample of Permission Form

Permission Form

COMPREHENSIVE VOCATIONAL EDUCATION

The Florida State University

**Research Project: "BARRIERS TO ENROLLMENT IN AND COMPLETION OF
NONTRADITIONAL POSTSECONDARY VOCATIONAL
EDUCATION PROGRAMS"**

Please check the appropriate box:

☐ I will participate.

☐ I will **NOT** participate

Completed by

Name of Institution

() _____
Area Code - Telephone Number

If further information is needed, please contact:

Dr. Dolores M. Robinson
Project Director
113 Stone Building
The Florida State University
Tallahassee, FL 32306
(904) 644-6465

C. Sample of Guide Sheet

Guide Sheet Giving Instructions on how to
complete the student instrument

Good (morning/afternoon). I am _____ from
the Florida State University Comprehensive Vocational Educa-
tion Program.

We are conducting a study entitled "Barriers to Enrollment In and Completion of Nontraditional Vocational Education Programs in Postsecondary Institutions in Florida." The purpose of the study is to identify the problems that students face when enrolling in or completing nontraditional vocational programs. For the purpose of this project, "nontraditional" is defined as a male-dominated program with a 20 percent or greater female enrollment or vice versa.

We would like to get your input by having you complete a questionnaire which identifies factors that are thought to discourage and prevent male and female students from enrolling in and completing nontraditional programs. This information can help your school identify those methods of recruitment and retention that are effective as well as assist other schools in improving their practices.

Are there any questions? (If there are, refer to printed instructions). I am now going to give each of you a questionnaire and an answer sheet. Does anyone need a #2 pencil? (Pass out the materials.)

I will read the instructions on the survey out loud while you read along silently. (Read directions.)

Are there any questions about how to answer the survey? (If so, refer to the printed instructions as much as possible.)

Remember, there are no right or wrong answers to the survey questions. We want to know what factors have kept you in the program. Your honest responses will tell us how you really feel. No one in your school will see your responses--so please, tell us exactly how you feel.

Once we have started, if you have any questions, please raise your hand and we will come and answer your question. When you have completed the survey, simply raise your hand and we will come by and pick up your questionnaire and answer sheet(s). If there are no further questions, you may begin.

#

D. Samples of Instruments

BARRIERS TO ENROLLMENT IN AND COMPLETION OF NONTRADITIONAL
VOCATIONAL EDUCATION PROGRAMS IN POSTSECONDARY INSTITUTIONS

Student Survey

- I. Directions: Using the scale below, respond to questions 1-29 by darkening the corresponding number on the answer sheet.

0 No basis for opinion	3 About half the time
1 Hardly ever	4 More than half the time
2 Less than half the time	5 Almost always

1. Do brochures, catalogs, and other hand outs provide information to show that enrollment in your program or course is open to both males and females?
2. Were you invited to observe or tour your vocational program before making a program selection?
3. Is special advisement provided to female students in male-dominated programs or courses?
4. Is special advisement provided to male students in female-dominated programs or courses?
5. Do counselors and other staff encourage you to complete your program or course?
6. Are you informed of the financial aid programs available to you?
7. Are you provided assistance in applying for and completing financial aid forms?
8. Is a teacher aide available for instructional assistance?
9. Is an instructor available for instructional assistance?
10. Is a learning center/remedial program available for class assistance?
11. Are the benefits of program/course completion discussed with you?
12. Are the skills and experiences required in your program or course similar to those found in business and industry?
13. Are you informed whether the laboratory equipment and facilities in your vocational program are similar to those found in business and industry?

- | | |
|---|-------------------------|
| 0 | No basis for opinion |
| 1 | Hardly ever |
| 2 | Less than half the time |
| 3 | About half the time |
| 4 | More than half the time |
| 5 | Almost always |

14. Is the mixed grouping of students (i.e. male and female) encouraged by your instructors when working on projects?
15. Is tutoring available in your program/course?
16. Are you encouraged to follow a grievance procedure to report unfair treatment in your program/course?
17. Are you encouraged to report physical disabilities or handicaps that may affect your vocational performance?
18. Are you provided information on the current labor market needs?
19. Are you provided information on future labor market demands?
20. Are efforts made by your program or institution to assist you with job placement?
21. Are program/course expectations the same for females as males in male-dominated programs?
22. Are program/course expectations the same for males as females in female-dominated programs?
23. Do program/course activities have physical demands which might prevent your continuation?
24. Do females in male-dominated classes require more assistance than males?
25. Do males in female-dominated classes require more assistance than females?
26. Are you taught skills related to getting and keeping a job?
27. Are both male and female students evaluated by the same standards?

28. Are you informed that vocational program completers may make higher salaries than non-completers?
29. Is the skill performance by members of the opposite sex equal to the performance by members of your sex?

II. Directions: In this section, identify those responses that apply to your situation by darkening the appropriate circle(s) on the answer sheet. One or more responses may be selected for each item.

30. Identify the most common factors that would prevent or discourage your future enrollment in programs/courses dominated by the opposite sex.
- 0 fear of peer hassle in the classroom
 - 1 fear of hassle from instructors in the classroom
 - 2 fear of competing
 - 3 fear of offending the opposite sex through successful classroom performance
 - 4 information on hiring difficulties
 - 5 information on low salary scales
 - 6 poor opportunities for job advancement
31. Identify the most important factors which have contributed to your continuation in this program/course.
- 0 peer tutoring
 - 1 instructional assistance from the teacher
 - 2 instructional assistance from teacher aide
 - 3 your interest in the program
 - 4 your like for what you are doing
 - 5 good salary upon completion
 - 6 your like for the instructors
 - 7 assistance with tuition and/or fees
 - 8 support from fellow students of the same sex
32. Identify the most important factors that would discourage your completion.
- 0 courses not offered
 - 1 class offered only during working hours
 - 2 dislike for the program/school
 - 3 dislike for the instructor
 - 4 academic problems
 - 5 transportation problems
 - 6 need for child care assistance at home
 - 7 physical limitations
 - 8 lack of money for tuition/fees
 - 9 none of the above

33. Identify the strategies that attracted you into your vocational program/course.
- 0 recruitment by an Outreach Recruiter
 - 1 advertisements sent to the home
 - 2 public display information
 - 3 contact with a former or currently enrolled student
 - 4 newspaper/radio/television media
 - 5 recruitment by a vocational teacher
 - 6 interest developed through observations of a vocational program
 - 7 personal interest
34. Identify the vocational program area in which you are enrolled.
- 0 Agribusiness
 - 1 Marketing and Distributive Education
 - 2 Health Occupations
 - 3 Industrial Education
 - 4 Home Economics
 - 5 Business Education
 - 6 Public Service
35. Ethnicity
- 0 Caucasian/Middle Eastern
 - 1 Afro-American/Black
 - 2 Asian
 - 3 American Indian
 - 4 Hispanic
 - 5 Other
36. Sex
- 0 Male
 - 1 Female
37. Age range
- 0 16-20
 - 1 21-25
 - 2 26-30
 - 3 31-35
 - 4 36 or older
38. Identify the institution in which you are enrolled.
- 0 Area Vocational-Technical Center
 - 1 Community College

Student Survey
Page 5

39. Identify the length of time you have been enrolled in your present program/course.

- 0 0- $\frac{1}{2}$ year
- 1 $\frac{1}{2}$ -1 year
- 2 1-1 $\frac{1}{2}$ years
- 3 1 $\frac{1}{2}$ -2 years
- 4 More than 2 years

40. Current employment status

- 0 Full time
- 1 Part time
- 2 Work-study/Co-op
- 3 Unemployed

41. Reason(s) for enrolling in this vocational program/course.

- 0 Retraining for new occupation
- 1 Updating vocational skills for employment
- 2 Training program for first time employment
- 3 Personal interest and development

BARRIERS TO ENROLLMENT IN AND COMPLETION OF NONTRADITIONAL VOCATIONAL EDUCATION PROGRAMS IN POSTSECONDARY INSTITUTIONS

Faculty Survey

This instrument identifies strategies that vocational instructors may use to eliminate barriers that prevent or discourage individuals from enrollment in and completion of nontraditional vocational education programs in postsecondary institutions in Florida. For the purpose of this project, "nontraditional" is defined as a male-dominated program with a 20 percent or greater female enrollment or vice versa.

There are no right or wrong answers, so please respond as accurately as you can.

Directions:

- A. Circle "Y" to indicate those practices that you are currently using in your course/program. For each "Yes" response, also indicate the degree to which the strategy is used by circling the number under the appropriate category.

Circle "N" to indicate those practices that you ARE NOT using.

Circle "NB" to indicate "No basis for opinion" when you have insufficient information about the question on which to base a knowledgeable response.

B. Sample Responses:

	Yes	No	No basis for opinion	Very often	Sometimes	Very little
1. Do you actively recruit males into female-dominated programs?	(Y)	N	NB	(1)	2	3
2. Do you actively recruit females in male-dominated programs?	Y	(N)	NB	1	2	3
3. Have you found that admission testing discourages (nontraditional student) enrollment in your class?	Y	N	(NB)	1	2	3

FACULTY SURVEY

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
1. Are both male and female staff used to recruit students to your vocational program?	Y	N	NB	1	2	3
2. Do brochures, catalogs and other literature describe your program to show that enrollment is open to both male and female participants?	Y	N	NB	1	2	3
3. Do you allow potential students to observe your vocational program to encourage enrollment?	Y	N	NB	1	2	3
4. Do you offer a tour of the facilities as part of your orientation program?	Y	N	NB	1	2	3
5. Do you work with counselors and other program staff to recruit non-traditional students to your vocational program area?	Y	N	NB	1	2	3
6. Do you actively recruit females to male-dominated programs?	Y	N	NB	1	2	3

Faculty survey
Page 2

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
7. Do you actively recruit males to female-dominated programs?	Y	N	NB	1	2	3
8. Does your program attempt to balance student enrollment by sex?	Y	N	NB	1	2	3
9. Do you participate with other schools and community groups to demonstrate the benefit of vocational programs for male and female students?	Y	N	NB	1	2	3
10. Do you provide orientation training to students who are nontraditional to your program area?	Y	N	NB	1	2	3
11. Are the benefits of program completion discussed in your class?	Y	N	NB	1	2	3
12. Do you work with counselors and other program staff to retain nontraditional students in your vocational program area?	Y	N	NB	1	2	3

Faculty survey
Page 3

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
13. Do you offer encouragement to students in completing vocational education programs?	Y	N	NB	1	2	3
14. Do you provide classroom activities similiar to those found in business/industry?	Y	N	NB	1	2	3
15. Does your classroom laboratory simulate the work environment found in business and industry?	Y	N	NB	1	2	3
16. Do you encourage mixed grouping of students (i.e., male and female) when working on classroom projects?	Y	N	NB	1	2	3
17. Do you encourage peer tutoring in your vocational class?	Y	N	NB	1	2	3
18. Do you encourage students to follow a grievance procedure to report unfair treatment in the classroom?	Y	N	NB	1	2	3

Faculty survey
Page 4

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
19. Do you encourage students to report physical disabilities which may affect their vocational performance?	Y	N	NB	1	2	3
20. Do you provide information to students concerning local job opportunities in the fields for which they are training?	Y	N	NB	1	2	3
21. Do you discuss employment trends in your subject area with both male and female students?	Y	N	NB	1	2	3
22. Are class/vocational lab requirements the same for both males and females?	Y	N	NB	1	2	3
23. Have you found that admission testing prevents or discourages enrollment in your program?	Y	N	NB	1	2	3
24. Is the vocational lab performance of nontraditional students equal to that of traditional students?	Y	N	NB	1	2	3

Faculty survey
Page 5

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
25. Do females in male-dominated classes appear to be more interested in learning vocational skills than males?	Y	N	NB	1	2	3
26. Do males in female-dominated classes appear to be more interested in learning vocational skills than females?	Y	N	NB	1	2	3
27. Do males in female-dominated classes require more instructional help than females?	Y	N	NB	1	2	3
28. Do females in male-dominated classes require more instructional help than males?	Y	N	NB	1	2	3
29. Do you provide instruction to students in preparing for job interviews?	Y	N	NB	1	2	3
30. Does evaluation of non-traditional students differ from that of traditional students in your program area?	Y	N	NB	1	2	3

Faculty survey
Page 6

	<u>Yes</u>	<u>No</u>	<u>No basis for opinion</u>	<u>Very often</u>	<u>Sometimes</u>	<u>Very little</u>
31. Do you inform students of a possible difference between women and men earnings in the job market?	Y	N	NB	1	2	3

Instructions: Mark the response(s) that reflect your opinion by checking the appropriate space. One or more responses may be selected for each item.

32. Identify the five most common factors which cause students not to complete their vocational programs.

0. could not get the course/program they wanted or needed
1. personal problems
2. dislike of the program/school
3. dislike of the instructor
4. academic problems
5. transportation problems
6. need for child care assistance
7. physical limitation(s)
8. lack of motivation and interest
9. other _____
(specify)

33. Which of the following strategies do you use to encourage program retention?

0. peer tutoring
1. in-class tutorial assistance
2. teacher aides
3. grouped lab sessions
4. individualized assistance
5. Individualized Manpower Training System/Learning Resource Centers
6. other _____
(specify)

34. Which of the following strategies do you or your institution use in recruiting students to your vocational program?

- 0. newspaper advertisements
- 1. television advertisements
- 2. billboard/booth displays
- 3. word of mouth
- 4. catalog
- 5. institutional recruiting teams
- 6. other

(specify)

Instructions: In this section respond to the questions by providing your comments in the spaces provided.

35. Identify any factors that you feel may prevent or discourage nontraditional students from enrolling in your vocational education program. In your explanation also provide your views regarding students perceptions of factors which may deter program enrollment.

36. Identify any factors that you feel may prevent or discourage nontraditional students from completing your vocational education program. In your explanation also provide your views regarding students perceptions of factors which may deter program enrollment.

Name of Institution: _____

Name of Vocational Education Class: _____

Class Enrollment: _____
Male Female

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